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ABSTRACT

This book presents the development of adult education in East Germany in four phases (after World War II, the early 1950's, the late 1950's, and 1962 to the present) and describes training programs of adult educators. The Law on the Unified Socialist Educational System, passed in 1965, introduced a comprehensive reorganization and standardization of educational and vocational training at all levels. The book contains details of early training efforts; some prerequisites for adult educators; 12 steps in a two-year plan for the folk high schools; specific steps for training adult educators in the upgrading system; the training of cultural workers; and the development of theory and research. The 12 steps include: knowledge of subject matter and of the foundations of scientific socialism; continuing education; exchange of teachers and of teaching materials; and assistance to young instructors. Training for the upgrading system emphasizes systematic and historical adult education, specialized didactics and methodology of adult education, and research. The training of cultural workers focuses on an extensive five-year program, while the research section examines the state of research, which is at a rudimentary stage. (nl)

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TRAINING OF ADULT EDUCATORS IN EAST GERMANY

The Department of University Extension, The University of British Columbia, Vancouver 8, Canada, 1969

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ABOUT THE SERIES AND THIS PAPER

This is the fourth in a series of Occasional Papers about continuing education being published by our Extension Department in accordance with one of our goals - to contribute to the theory and practice of adult education. We intend to publish in this series statements or studies in the field which we feel may be of interest to others and which originate here at our institution.

Those of us who are working as professionals in adult education are rightly interested in the nature and extent of the pre-professional and in-service training opportunities which are available to those who are active in the field. We should perhaps have even a greater pre-occupation with this matter than do the members of many other professional groups because so many of us who are already working in the field do not have formal professional qualifications in adult education. Some of us will wish to take time out from our working careers in order to acquire full professional training. Others will choose to proceed on the basis of whatever short-term in-service training they can acquire along the way.

Many of us look forward to the day when an increasing proportion of those who are professionally engaged in the planning and administration of adult education programs have had satisfactory professional training in the field. We welcome the development of - and some of us are involved in - the professional training programs in Canadian universities. If we are to improve the educational quality of the programs which are made available to adults in our society - surely a priority task for all of us - then we are going to have to increase our skill and understanding with respect to the professional components of our work.

This Occasional Paper is being published because we feel that it is helpful, in thinking about the development of adult education in our own country, to know something about characteristics of the field elsewhere. Most of us in North America know very little about adult education in other countries. For many of us the language barrier is a serious problem. It is encouraging that in the last few years an increasing amount of material about adult education in other parts of the world is becoming available in English. This Paper represents a further valuable addition to that body of literature.

My colleague, Mr. Jindra Kulich, who manages this Department's Conference Office and also organizes our offerings in the professional field of adult education, has a special interest in the development of adult education in Europe. He has written widely about different aspects of the field, but has a special interest in the training of adult educators and in research. His study on The Role and Training of Adult Educators in Czechoslovakia was published jointly in 1967 by this Department and U.B.C.'s Faculty of Education. A summary was carried in the first issue of Convergence (Vol.1, No.1, March 1968) which was devoted to the training of adult educators in various countries. Dr. Dusan Savicevic, in The System of Adult Education in Yugoslavia (Syracuse University, 1968) has given us a description of developments in his country. With the publication of this Occasional Paper about East Germany, we have acquired further information in English about a third Eastern European country. Hopefully, other studies will follow.

Gordon Selman
Director

Research and training of adult educators, both at the professional and the volunteer level, are of importance to further development of effective adult education in any country. In Europe, traditionally, adequate provisions for training of adult educators were lacking, apart from sporadic efforts here and there. During the last few years, however, there is evidence of concern for the need of training throughout Europe resulting in a steadily growing number of training programs.[1] This paper will discuss recent developments in the training of adult educators in East Germany.

ADULT EDUCATION IN EAST GERMANY

Any discussion of the training of adult educators has to be placed into the context of the adult education system of that particular country and the role adult educators are expected to fill must be understood. Adult education in East Germany, especially since the comprehensive education reform of 1965, differs markedly both in rationale and in organization from most West European and some East European countries and closely resembles rationale and organization of adult education in the Soviet Union. While political and ideological schooling are the tasks of the Party, the trade unions, and a variety of mass organizations, and while ideological indoctrination is an integral part of all educational programs, general educational and vocational upgrading of the entire adult population, organized through the state system of adult education, is considered of utmost importance. This concern for upgrading is carried almost to the point of making adult upgrading and adult education synonymous.[2]

This direction in the development of adult education in East Germany began with the occupation and division of Germany by the four Great Powers at the end of the Second World War. Already in the fall of 1945 several folk high schools,[3] closed down in the 1930's by the Nazi regime, reopened in the Soviet Occupation Zone on the initiative of German adult educators who survived the Nazi

rule and the war. These institutions were legalized by the Soviet Military Administration in January 1946. Two years later the net of the folk high schools was further expanded, this time on the initiative of the Soviet Military Government. During the first phase of post-war development the two primary tasks given to adult education institutions were to re-educate the population in the spirit of anti-fascism, and to disseminate 'practical know-how'.[4]

The second phase in the development toward the present structure culminated in 1953 with the division of adult education into two separate streams, the adult upgrading stream organized mainly through technical factory schools, established since 1950, and general cultural work carried out by the folk high schools and by the new houses of culture set up in East Germany after Soviet example.

The third phase introduced in 1954 a further differentiation of function with the foundation, also following Soviet example, of the Society for the Dissemination of Scientific Knowledge. The three institutions for adult education were then charged with the following tasks : the Society for the Dissemination of Scientific Knowledge was to enlighten the adult population in the natural and social sciences; the folk high schools were to provide general educational upgrading of adults; and the technical factory schools were made responsible for vocational upgrading of the labour force.

Finally, in the last phase, general non-credit adult education, and academic and vocational upgrading were completely separated in two independent systems. Already in 1956 the folk high schools were reorganized as secondary general and secondary technical evening schools and abandoned the last vestige of non-credit general enlightenment programs. This process was completed by the Decree Regarding Educational Institutions for Adult Upgrading of September 1962.[5] This decree consolidated the net of adult

upgrading institutions developed during the post-war period, delineated the tasks of these institutions under three categories (folk high schools, factory academies and village academies), and tightened the political,ideological and professional control through the Ministry of Education.[6] General, non-credit 'out-of-school'education was taken over by a variety of organizations and institutions. Among these the trade unions, the houses of culture and cultural clubs, and the Society for the Dissemination of Scientific Knowledge (recently renamed Urania) are the most significant.

The Law on the Unified Socialist Educational System, passed in 1965, introduced a comprehensive reorganization and standardization of education and vocational training at all levels.[7] The main objective of the legislation was to create an educational system which would improve the vocational, technical and professional qualifications of the entire population. The legislation introduced total centralization throughout the system, down to the individual course syllabus. The institutions for adult upgrading were charged with the task of enabling adults in the labour force to improve their qualifications in a part-time training system consisting of: (1) the factory academies as centres of industrial re-training and upgrading, (2) the village academies as centres of re-training the collective farmers for mechanized farming methods, (3) the folk high schools as centres for secondary school completion and as a co-ordinating agency for all adult upgrading at the local and district level, and (4) individual study.[8]

Concluding this brief account of adult education in East Germany, a few recent statistics will illustrate the size of some of the parts of the two systems. In the general cultural system, Urania reported in 1966 8.2 million participants in its programs.[9] In the adult upgrading system, Knauer[10] reported that on the average 700,000 of the labour force (among these 180,000 women) enroll annually in the factory and village academies; the number of workers who pass the skilled worker examinations doubled between 1960 and 1966

to 77,000. The same source reported the folk high school enrollment in 1965-66 at approximately 320,000.[11]

THE EAST GERMAN ADULT EDUCATORS

The ideological influence and the political control exercised over all education and cultural work by the Socialist Unity Party (SED)[12] is of crucial importance in understanding the role of the adult educators in East Germany. The adult educators must not only have the necessary expertise in their field, but they must also be politically reliable and ideologically committed to the Party platform. This can be seen clearly already in the declaration of the Two-year Plan for the Folk High Schools in 1948:

> The teachers of adults must in an unceasing effort strive for the highest professional qualification. They will achieve this through self-development, through intensive common struggle with their students for deeper understanding and through participation in continuing education programs. They must master the natural and social laws, understand both in theory and through social involvement the great factors in the struggle between imperialism and socialism, and must actively take the side of progress. They must get a deep understanding of the psychological and social-psychological relationships of adult education and must strive to master the didactics and methodology of their subject. However, all their actions must be governed by the conviction that we as adult educators have a significant contribution to make to the liberation of the world, to the solution of the social and national question, and to the building of a higher, a socialist social order. It is toward this goal that the teachers of adults must struggle. With full involvement of their personality, with infectious faith in victory, they must be active, collective, realistical pioneers of socialism.[13]

The necessary components of the profile of the teacher of adults as it is seen by East German adult educators are well outlined by Harke:

(a) An unmistakeable [communist] partisanship which enables the teacher to lead the adults to insight into the laws of social development, as a basic requirement;

(b) a highly developed academic or technical expertise which enables the teacher to deal with specific problems of the adult student as they relate to the practical experience of the adult and to the expertise area of the teacher;

(c) a highly developed methodological skill which pre-supposes the mastering of the particular subject as well as the ability to adjust to the special requirements of the adult learner...;

(d) and a relationship to the participants marked by the realization that he is their friend and comrade within the framework of the socialist cultural revolution. However, this means at the same time that the teacher must at all times preserve his leading role; he who lets the leading role slip away from him is a poor adult educator! The teacher must also be ready to listen to 'private' problems of the students (be these of a vocational or personal nature) and to assist them in work and in deed...[14]

Both these statements illustrate well also the preoccupation of East German adult educators with academic and vocational upgrading. Statements referring in a similar way to general cultural work are much harder to locate in adult education literature.[15]

During the early post-war period most adult educators were engaged only on a part-time basis. By 1950, however, there were increasing numbers of full-time directors of the folk high schools, many of whom replaced 'old-line' part-time directors who were considered politically and ideologically unreliable by the district Party executives.

Part-time instructors during the same period were drawn primarily from the 'old intelligentsia'. Many of these instructors were school teachers; about one third had college education and the majority were middle-aged or older. However, these instructors were gradually replaced with the young 'new intelligentsia', educated since the war. Those who could not be replaced had to undergo re-education which encompassed Soviet pedagogy, the application of dialectical and historical materialism to all fields of knowledge, and current affairs as a teaching principle.[16]

Since 1948 full-time instructors started to be employed. In 1951-52 a comprehensive regulation governing the employment of full-time instructors was issued by the Ministry. The regulation established a teaching load of eight two-hour lessons, plus two hours of tutoring, per week; in addition, the full-time instructors were to assist the director of the folk high school in pedagogical and methodological questions. All full-time instructors were obliged to undergo indoctrination in marxism-leninism and many of them were and are members of the Socialist Unity Party.[17]

The state of qualifications of adult educators is well illustrated in the case of the Erfurt District, where in 1961 there were 156 institutions for adult upgrading with a total enrollment of 38,514 students. These institutions employed 2,018 instructors, of whom 1,595 (79%) were part-time instructors. Of the total of full-time and part-time instructors 1,431 (71%) had no pedagogical training.[18] To remedy this situation new training programs for part-time adult educators were instituted and existing training programs for part-time and full-time adult educators were expanded.

EARLY TRAINING EFFORTS

With the growing net of adult education institutions and the increasing number of both full-time and part-time adult educators, the need for training at several levels became clear. As was already indicated, some beginnings were made already in 1948, especially at the political-ideological level. The already cited Two-year Plan for the Folk High Schools spelled out twelve steps deemed necessary to ensure adequate training of adult educators:

(1) Subject matter study groups for instructors. To be organized at least each fourth week. Discussion of subject matter and methodological questions.

(2) Study groups concerned with foundations of scientific socialism. Compulsory for all folk high school instructors. To be organized at least each fourth week.

(3) Workshops for continuing education in the sciences. To be at least three days long.

(4) A one-stand schooling in a course of at least two-week duration -- for all directors.

(5) Long-term courses of several months duration at a Zone level for instructors, especially social scientists, to be arranged in co-operation with the Leipzig Residential Folk High School or the Brandenburg Regional College at Potsdam.

(6) Establishment at the Leipzig University of an Institute of Adult Education, to serve as a research centre for adult education and as a training centre for full-time directors, inspectors and instructors.

(7) Summer courses at the universities aimed at deepening and expansion of social, professional, and pedagogical knowledge and skills.

(8) Observation of experienced instructors in action.

(9) Assistance to young instructors by experienced colleagues (subject matter chairmen). Mentor system. Mutual visitations and exchange of experience.

(10) Exchange among the folk high schools of qualified instructors as guest-instructors.

(11) Exchange of teaching materials.

(12) Participation in the Folk High School Week and at the Folk High School Regional Conferences in lectures given by successful instructors.[19]

Practically all the demands listed in the Two-year Plan were realized to a greater or lesser degree. Between 1949 and 1951 each of the provinces (Länder) established a provincial residential folk high school, charged with training of and in-service programs for folk high school instructors, cultural workers,and librarians. The most active of these schools was the Halle/Saale Folk High School whose staff was engaged in research in adult pedagogy and where a series of pamphlets on methodology of adult education were published. After the abolition of the Länder in 1952 the five provincial schools changed name in 1953 to central schools for cultural enlightenment

and came under the direct control of the Ministry. Typical courses held in these schools varied from ten days to three weeks. Among the topics were: dialectical-historical materialism; political and economic foundations of national economy; capitalist political economics; socialist political economics; marxist theory of art; history; Michurinian biology; philosophical foundations; and Russian.[20]

By 1958, full-time adult educators were required to complete a one-year supplementary training at the universities in Leipzig or Dresden after graduation in their specialized field. The Leipzig program was designed primarily for graduates in languages, agriculture and social sciences, while the Dresden program was aimed at technical specialists. The one-year course is a necessary pre-requisite for any adult educator who aspires to a leadership position within the system.[21]

An external study program at the Meissen-Siebeneichen Folk High School enrolled five hundred part-time external students during 1959. Admission to the program was conditioned on at least one-year experience in the field and on graduation from the quarterly indoctrination course in the District Party School. The three-year program involved ten months of individual study per year, combined with two residential seminars of three weeks each and a one-week practicum; consultations with tutors are held once a month in regional centres. The first year of the program commenced with a twelve-day residential introductory course. The curriculum consisted of: (a) marxist-leninist philosophy, (b) political economics and foundations of industrial and agricultural economics, (c) the state and legislation, (d) history, (e) marxist-leninist theory of art, (f) theory and practice of adult education, and (g) German.[22]

TRAINING ADULT EDUCATORS FOR THE UPGRADING SYSTEM

The division of adult education into two separate main systems and the increasing importance given to academic and vocational upgrading of adults in East Germany was already discussed. This division

and specialization has been carried also into the training of adult educators. The key institution for training for the upgrading system is the Institute for Adult Education (Institut für Erwachsenenbildung) at the Karl Marx University in Leipzig.

The Institute for Adult Education was established in the Faculty of Philosophy in 1948, following the demand for an institute for training and research voiced in the Two-year Plan which was discussed earlier. Later on, the Institute separated from the Faculty of Philosophy and gained independent status within the university. By 1968 the Institute employed a full-time faculty of twenty-eight, engaged in teaching and research. The number of students in the same year reached 900; however, only twenty-five of these were enrolled in the adult education major program. Approximately 150 students each year sit for the supplementary program examination and receive the Diploma in Adult Pedagogy.[23]

The Institute for Adult Education has three departments, each with a number of sub-departments:

(1) Systematical and Historical Adult Pedagogy
    (a) Historical and Comparative Adult Education
    (b) General Didactics of Adult Education
    (c) Foundations of Adult Education

(2) Specialised Didactics and Methodology of Adult Education
    (a) Social Sciences
    (b) Languages
    (c) Agriculture

(3) Pedagogy of Adult Upgrading
    (This Department is involved primarily in research)[24]

Programs offered by the Institute comprise a major, a minor, and a supplementary program. In the major program students take adult pedagogy as their major plus two minors in German, Russian

or English. The five-year program consists of four years of full-time study and a fifth year internship in an adult education institution, combined with part-time external study. The minor program is offered in combination with majors in political economics, philosophy, history and scientific socialism. A one-year supplementary program is aimed at graduates in other disciplines who wish to attain background in adult education. The supplementary program combines external and residential study; students are required to spend a total of twelve weeks in short-term residential courses and seminars during the year, culminating in a four week course at the conclusion of the program. Courses offered include: (a) dialectical and historical materialism, (b) political and economic foundations of socialist economy, (c) principles of education (especially of Soviet pedagogy), (d) psychology of adult education, and (e) didactics of specific subjects.[25]

In addition, the Institute has been charged with the responsibility for continuing education of adult educators and faculty. In the words of the Education Act, the continuing education programs "must be close to the practical life" and must provide the participants with "immediately applicable assistance for the improvement of their work." [26] The continuing education programs include long-term courses in adult pedagogy for faculty and part-time instructors of adults. As a part of this program the Institute offers a one-year evening course leading to a Diploma in Pedagogy of Higher Education. Throughout the continuing education program special attention is given to "the strengthening of socialist consciousness of all teachers and faculty." [27]

The well developed and comprehensive training activities of the Institute of Adult Education at the Karl Marx University in Leipzig and similar activities of the Institute for Vocational Education (Institut für Berufspädagogik) at the Technical University in Dresden are supplemented at the local and district level by training programs for part-time instructors and by continuing education

programs. Such programs are carried out by various institutions but are co-ordinated and supervised by the local folk high schools.

A two-level plan for training part-time instructors in all adult education institutions, devised in the Luckenwalde District, will serve as an example of activities in a district:

(1) The First Level of Pedagogical Qualification

(a) Individual guidance and counselling of the instructors by representatives of school administration;

(b) participation in a course in foundations of pedagogy (primarily concerned with problems of lesson planning and execution);

(c) Compulsory participation in home-room teacher conferences, subject specialist conferences, and district conferences; and

(d) observation of prepared demonstration lessons.

(2) The Second Level of Pedagogical Qualification

(This level to be arranged in a form of monthly institutes centered on a specific problem which is pertinent to the part-time instructors.)

Institute themes for 1967-68: The Need for and Possibilities of Demonstrable Presentation of Material in Adult Education; Content, Form and Techniques of Oral and Written Home Work and Examinations; Education for Independent and Creative Work and Thinking; Problems of Citizenship Education in all Subjects; Teaching Techniques; Elements of Teaching and Didactic Principles, etc.[28]

The training of and continuing education for part-time instructors is currently in the centre of interest in the upgrading system. Undoubtedly this aspect of training adult educators will be given added political-ideological and economic support and will experience considerable expansion in the near future, possibly at the expense of provisions for training adult educators in the general cultural system.

TRAINING THE CULTURAL WORKERS

The literature on training adult educators in East Germany, published both in East and West Germany, contains very few references to the training of adult educators active in the general cultural system. It is clear that the primary attention given in East Germany during the last few years to the upgrading of adults has overshadowed the general cultural work even to observers from abroad. And yet, the first experimental evening study program for training cultural workers was established in Leipzig already in 1959. A five-year university program was established in 1963 with the foundation of the Institute for Aesthetics and Science of Culture (Institut für Asthetik und Kulturwissenschaften) within the Philological Faculty of the Karl Marx University. The Institute received very little attention in West German adult education literature, although Siebert mentions it briefly.[29] On the other hand, the Institute attracted the attention of Czechoslovak adult educators.[30]

The Institute for Aesthetics and Science of Culture was established to offer university level training to full-time adult educators and cultural workers employed by the Society for the Dissemination of Scientific Knowledge (now Urania), houses of culture, cultural clubs, art galleries, museums and other cultural institutions. Since the graduates will be political organizers, supervisors of specialists, and leaders of volunteers, considerable importance is given during the study to cultural-political practice in the form of extensive practicum.[31]

The five-year study leading to the academic title of Certified Cultural Scientist (Diplomkulturwissenschaftler) can be completed by four different programs: (a) the full-time day program, (b) the evening program, (c) the external individual study program, and (d) the supplementary program (for graduates in other disciplines). The curriculum for the full-time study program contains the following

subjects:

(a) Dialectical and historical materialism (2)
History of the international labour movement (2)
Political economics (2)

(b) Epistemology (2)
Aesthetics (2)
Ethics (2)
Sociology (4)

(c) Theory and history of the cultural revolution (4)
Cultural history (6)
Pedagogy and psychology of adults (2)
Management and leadership theory (4)
Philosophical problems of natural sciences (8)

(d) Russian (4)
Physical education (4)

(e) Elective courses[32]

It is interesting to note that students enrolled in the external individual study program at the Institute can claim work-release of thirty-four working days per year for study purposes. This work-release time is spread through the school year as follows: two days at the beginning of the school year, twenty days during the year for seminars at the Institute, eight days for methodological practicum, two days for preparation for and two days for writing examinations.[33]

In addition to the university level training available through the Institute for Aesthetics and Science of Culture in Leipzig, the Ministry of Culture decreed in November of 1962 the establishment of a Basic Study Program for Cultural Workers.[34] The two-year program became operational in February of 1963. The program was designed for representatives of local government, Party cultural workers, cultural workers in mass organizations, in industrial enterprises and in agricultural collectives, officials of

cultural clubs and volunteers active in a variety of cultural institutions. Participation in the program is voluntary for part-time and volunteer cultural workers, while for full-time workers who did not already complete or who do not presently participate in a training program in the cultural field attendance in the basic program is a condition of their further employment.

The Ministry of Culture was made responsible for the execution of the decree and for approval of the curriculum for the Basic Study Program. The Centre for Cultural Work (Zentralhaus für Kulturarbeit) in Leipzig was made responsible for the preparation of the curriculum and publishing of the lesson plans. The realization of the Basic Study Program was laid on the shoulders of the cultural committees of the local government at the district and regional level. The two-year program was to consist of correspondence study and guided reading, with seminar participation once a month (to be held outside of working hours). In addition the students were to participate in local cultural programs. At the completion of the Program participants receive a Certificate of Attendance.

Curriculum outline for the Basic Study Program was laid down in the Decree as follows:

(1) Introduction to socialist cultural politics and practice;

(2) Socialist cultural revolution and the development of socialist culture;

(3) Role of cultural work in forming the socialist consciousness of the workers in relationship to solving of political and economic tasks;

(4) Management of the tasks of clubs and houses of culture;

(5) Dissemination of information in the fields of literature and literary propoganda, theatre, music, visual arts, dance, and film; and

(6) Aesthetics.[35]

Account of the degree to which the Basic Study Program

for Cultural Workers became reality at the local level and assessment of its relative success could not be located in literature available to the author. The scarcity of evaluation reports or any reference to these in the available literature and the preponderance of practical 'how to', conceptualization and theory building articles point to certain deficiencies in adult education research in East Germany which will be discussed next.

THEORY AND RESEARCH

Successful and effective training of adult educators at all levels must be based on a body of knowledge assembled through empirical research as well as through conceptualization and theory building. Specific adult education research in East Germany is still at a very rudimentary stage. The schoolish orientation of much of the research and the excessive application of school-based pedagogy to adult education stands in the way of empirical research in adult psychology and application of the findings to adult education techniques.[36]

The difficult situation of adult education research was discussed in 1965 by Dr. Manfred Widmann, Director of the Institute for Adult Education at the Karl Marx University in Leipzig.[37] Widmann lists the three areas of teaching and research which are the responsibility of the Institute as (a) pedagogy of higher education, (b) pedagogy of vocational-technical education, and (c) pedagogy of adult upgrading, and states that while it is possible to notice the beginning of planned and co-ordinated teaching and research in the first two areas, the need for the same planning and co-ordination in research in pedagogy of adult upgrading goes largely unnoticed. Widmann also points out the difficulty faced by a scientific methodology of teaching adults as no research in adult learning is being carried out in East Germany. Knoll and Siebert report in 1968 that a Department of Pedagogical Psychology

of Adults was established in the Institute for Psychology at the Karl Marx University and that four researchers are now exclusively concerned with problems of adult learning.[38] It is interesting to note that already in 1963, in discussing the training of part-time instructors, Faust[39] stressed the need to consider psychology and pointed out the lack of psychology as a subject in training plans for adult educators.

Siebert reports in 1968 the development of a research plan of seventy-five studies to be undertaken by research assistants and doctoral candidates in the Department of Pedagogy of Adult Upgrading at the Institute for Adult Education. These studies will be undertaken in the following categories:

(1) Foundations of adult upgrading (political-philosophical and cultural-aesthetical education, upgrading of women, heterogeneity of participants, drop-outs, new methods and techniques, etc.);

(2) Models of vocations in adult upgrading;

(3) The place of adult upgrading in the socialist education system;

(4) History of adult upgrading since 1945; and

(5) Handbook of adult upgrading.[40]

The recently increasing research activities in East Germany cannot but eventually have effect on the training of adult educators. Adult educators trained on the basis of research findings in turn should be more receptive to research, more willing to apply research findings in their work, and more interested to attract researchers to study their students, programs and institutions. The growing use of research findings and of opportunities for further research should spur on more research. Eventually this climate favourable to research should penetrate also into the general cultural system and invigorate the lagging sociological research. The further development of adult education in East Germany will to a considerable

degree depend on the degree of freedom given to the developing research activities in adult education in both the adult upgrading and the general cultural system.

CONCLUSIONS

Provisions for training of full-time and part-time adult educators in East Germany seem to be well developed, especially at the university level. The content of the training programs has to be understood in terms of the political-ideological climate of the country as well as in terms of the role adult educators in East Germany are expected to play in their society.

Although training of adult educators in East Germany suffers under the limitations placed upon adult education by the official Party ideology, it is well advanced over most West European countries. However, it is rather illustrative of the relative fringe position of adult education in most countries that in spite of the special importance assigned in East Germany to upgrading and qualification of adults in all fields, training and qualification of adult educators is one of the last fields to be adequately developed.

The predominance of adult upgrading in East German adult education seems to overshadow the interesting work done in general cultural work especially through the many cultural clubs, houses of culture and the Urania. The strong upgrading orientation also has an effect on the kinds of research carried out and the schoolish orientation of theory and methodology of adult education which still is in strong evidence.

The establishment of the Department of Pedagogical Psychology of Adults at the Karl Marx University and the increasing research activities of the Institute for Adult Education at the same university are promising indications of a possible new direction in the further development of adult education in East Germany.

The training of adult educators in East Germany, as well as training provisions in other countries, should be kept in evidence and examined by colleagues abroad so that adult educators can learn from the successes and mistakes in other countries and societies and can better contribute to the further development of adult education in their own society.

TRAINING OF ADULT EDUCATORS IN EAST GERMANY

FOOTNOTES

[1] For developments in Western Europe see the important pilot study Workers in Adult Education: Their Status, Recruitment and Professional Training (Strasbourg: Council for Cultural Co-operation of the Council of Europe, 1966). The East European states are far ahead of Western Europe in provisions for training both professionals and volunteers; unfortunately very little is known about these programs and only a few accounts are available in English. Among these are: Dusan M. Savicevic, The System of Adult Education in Yugoslavia (Notes and Essays Series No. 59; Syracuse: University College, Syracuse University, 1968) which contains a very useful chapter on the training of adult educators, and Jindra Kulich, The Role and Training of Adult Educators in Czechoslovakia (Vancouver: Faculty of Education and Department of University Extension, The University of British Columbia, 1967).

[2] It is worth noting that the term 'Erwachsenenbildung'(adult education) has disappeared in East Germany and has been replaced with the term 'Erwachsenenqualifizierung' (adult upgrading),while the broadly cultural aspects of adult education are included under the term 'kulturelle Massenarbeit'(cultural work with the masses) which also includes the activities of theatres, art galleries, folk ensembles etc. aimed at all age levels of the population.

[3] Volkshochschulen, adult education institutions offering non-credit programs, predominantly in the liberal arts and humanities, organized primarily in the evening.

[4] For a very useful account of the post-war development and for periodization of adult education in East Germany, see Joachim H. Knoll and Horst Siebert, "Zur Erwachsenenbildung in der DDR," pp.9-40 in Knoll and Siebert, Erwachsenenbildung -- Erwachsenenqualifizierung: Darstellung und Dokumente der Erwachsenenbildung in der DDR

(Heidelberg: Quelle & Mayer, 1968). See also Heinz Gutsche, Die Erwachsenenbildung in der sowjetischen Besatzungzone (Bonn:Bundesministerium für Gesamtdeutsche Fragen, 1958), 2 vols.

[5] "Verordnung über die Bildungseinrichtungen zur Erwachsenenqualifizierung, vom 27. September 1962," in Knoll and Siebert, Erwachsenenbildung -- Erwachsenenqualifizierung, op.cit., pp.83-91.

[6] Manfred Bauer, "Präsidium des Ministerrates beschloss Verordnung zur Erwachsenenqualifizierung," Berufsbildung, 16 (November 1962), pp.597-598.

[7] The following information is taken primarily from Karl A. Grüner, "Erwachsenenbildung in der 'DDR'," Volkschochschule im Westen, 18 (October 1966), pp.245-246.

[8] Individual study, based on specially prepared texts and using a variety of supplementary techniques such as tutorials and group seminars is developed in East Germany to the point of outpacing other parts of the adult upgrading system and would deserve detailed study by adult educators in other countries. Unfortunately only very limited materials are available in English.

[9] Arnold Knauer, Aufgaben und neue Experimente der Erwachsenenbildung (Frankfurt/Main: Frankfurter Bund für Volksbildung e.V.,1967), p.85.

[10] Ibid., pp.83-84.

[11] Ibid., p.84

[12] The Socialist Unity Party (Sozialistische Einheitspartei Deutschlands) is the Communist Party of East Germany.

[13] "Arbeitsplan der Volkshochschulen der Sowjetischen Besatzungzone Deutschlands 1948-1950," Volkshochschule,(1948),p.395.

[14] Erdmann Harke, Grundfragen und Probleme der systematischen Allgemeinbildung Erwachsener in den Volkshochschulen der Deutschen Demokratischen Republik (Halle/Saale: Stadvolkschochschule Halle, 1961), p.33. It is worth noting that Harke based his requirements on principles stated by Soviet authors.

[15] This is also evidenced by the lack of a journal devoted to adult education. The only such journal published in East Germany, Volkshochschule, ceased publication in 1950 and now only the vocational training journal Berufsbildung regularly carries articles concerned with adult training. Other articles on adult education are sporadically scattered around in political-ideological and educational periodicals.

[16] Gutsche, Die Erwachsenenbildung in der sowjetischen Besatzungzone, op.cit., vol.1, p.72.

[17] Loc. cit.

[18] Hans Amberg, "Zur gegenwärten Situation der pädagogischen, Qualifizierung der nebenberuflichen Lehrkräfte," Berufsbildung, 16 (August 1968), p.431. The situation in the Erfurt District may be considered typical and many articles appearing in Berufsbildung since 1960 stress the need for training of part-time instructors and outline efforts at the local or district level.

[19] "Arbeitsplan der Volkshochschulen...," op.cit., p.395.

[20] Gutsche, op.cit., pp. 77-81.

[21] Horst Siebert, "Universität und Erwachsenenbildung in der DDR," Hessische Blätter für Volksbildung, 18 (1968), pp.91-92.

[22] Eva Mlčochová, "Půl tisíce osvětových dálkařů v NDR," Osvětová Práce, 13 (June 3, 1959), p.170.

[23] Siebert, "Universität und Erwachsenenbildung," op.cit.,p.91.

[24] Ibid., pp.90-91. The reader will note the classification of

adult education as a branch of pedagogy, giving rise to peculiar combinations such as "adult pedagogy". More will be said about this classification in the section on theory and research.

[25] Ibid., p.92

[26] Cited from Das Gesetz über das einheitliche sozialistische Bildungssystem by Siebert, op.cit., p.92.

[27] Siebert, op.cit., p.92.

[28] Herbert Fiedler, Günther Koppehle and Willi Ukrow,"Stufenweise Pädagogische Qualifizierung nebenberuflicher Lehrkräfte," Berufsbildung, 21 (October 1967), pp.514-516.

[29] Siebert, op.cit., p.91.

[30] Miroslav Disman, "Vzdělávání osvětových pracovníků v NDR," Osvětový Sborník, (1965), pp.31-33. The Institute for Aesthetics and Science of Culture at Leipzig is of considerable interest to Czechoslovak adult educators as it bears some resemblance to the Institute for Adult Education and Journalism at the Charles University in Prague.

[31] Ibid, p.32.

[32] Adapted from Disman, loc. cit. The numbers in brackets refer to the number of semesters each course requires; number of hours per week varies from course to course from 2 to 5 hours. Elective courses account for 9 hours per week during the first three years, 6 hours in the fourth year, and 4 hours in the final year.

[33] Ibid., p.33. Work-release with pay for study purposes is widespread in East Europe and the U.S.S.R. and is often incorporated in legislation.

[34] "Anordnung über das Grundstudium für Kulturfunktionäre und die Spezialschule für Leiter des Künstlerischen Volksschaffens, vom 16. November 1962," Knoll and Siebert, op.cit., pp.91-96. The description

of the program in this article is based on the decree.

[35] Ibid., pp.92-93.

[36] The retardation of empirical research in adult psychology and especially in sociology of adult education is a heritage of Soviet pedagogical ideology noticeable throughout East Europe since 1945. While many adult educators and research institutes in East Europe have gradually abandoned the Soviet theory and pushed ahead in their own research activities, notably in Yugoslavia which now can be considered a leader in European adult education research, East German adult educators have only very recently begun to make the first tentative steps.

[37] Manfred Widmann, "Entwicklung der Erwachsenenbildung -- Aufgaben der Erwachsenenpädagogik," pp.1-8 in Beiträge zur Sozialistischen Erwachsenenbildung, vol.2, (Leipzig: Institut für Erwachsenenbildung, Karl-Marx-Universität,1965).

[38] Knoll and Siebert, op.cit., p.202 (footnote).

[39] Karl Faust, "Pädagogik für nebenberufliche Lehrkräfte," Berufsbildung, 17 (August 1963), p.405. Although Faust still relies exclusively on Pavlovian psychology rather than on empirical research in the psychology of adult learning conducted with adult human subjects, his statement is among the first recognitions of the need for psychology in training programs for adult educators.

[40] Siebert, "Universität und Erwachsenenbildung," op.cit.,p.91.

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